**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 6.4 Addition – Facts with 5 on a Ten Frame** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? | Ten Frame |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Use interactive math story video (go over new vocabulary\* – choral response), spiral review in student pairs (partner response) and problem of the day (written response in journal).  \* Show students a ten frame and ask “What do you think this is?” and “What do you think we will use this for?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  **Marzano Strategy**  Day 1: Introduce TEN-FRAME   * “This is the word: ten-frame,” * “Repeat the word 3 times: ten-frame, ten-frame, ten-frame” * “Turn to your neighbor and tell your neighbor what you think a ten-frame is” * “Let me show you some examples and non examples (with pictures). Let me show you this egg carton with only 10 parts…Does that help and give you any ideas?” * :Picture 2.png“There are 10 boxes or frames, 5 on the top and 5 on the bottom. You can put a counter in each box or frame” * “Here is a word with a picture of what it is” * “Draw a picture of an empty ten frame-in your journal."   Day 2: Definition   * “Turn to your neighbor and explain In your words, what a ten frame is”. * “Write down how you can use it, and how it helps you."   Day 3: Picture   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  |  |  |  |  * “Now draw a ten frame showing 5 counters.   Now draw a ten frame showing 10 counters.”    Day 4: Activities   * “Use your egg carton and show 7 with your red counters. Make sure you start on the top row. Now add 2 more [blue ones]. How much do you have now? “ * :Picture 3.png“How else can you show ten using your red and white counters? How many different ways can you come up with?”     Day 5: Discussion   * “Get together with a partner and show them the different ways you came up yesterday. “ * “ Give your partner a problem and they have to show you their work. Then switch”   Day 6: Games   * “Today we will go to the computer lab so you can play with a ten frame on Envision eTools. You can make your own problems and then we will print your work.” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| Refer to Day 1-6 Activities above  (whole group, partner, hands-on activities are all integrated into instruction)   * Make a connection between how our two hands are like the two rows of the ten-frame * “Hold up (7) fingers” Exercise –   Higher Order Questions:  “What are the some ways you guys can show this number?”  “How do you know? Do you think there are other ways to show the same number?”  “How can we make this into an addition fact?”  “How does this ten-frame show that your answer is right?”   * Using egg cartons and/or ten-frames to manipulate counters. * Extension - “Roll and Build” Game (Materials five-frame and ten-frame cards, dice)   Students roll one die or two dice and build that amount on their five or ten frame mat. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| * Subtiizing Exercise: Teacher flash cards and students must show the corresponding number with their fingers and/or write the number on their white board. * Extension – students would pair up, and hold up the cards for their partner * Higher Order Questions:   “How did you know by looking at it?”  “What clues gave you that answer?”  “Does that make sense?”  “Does anyone want to share their thinking?”   * Guided Group Practice on front cover of lesson worksheet (p.155 of teacher guide) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   * Lesson 6.4 Worksheet | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| * Topic 6 Test | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| * “With your partner, you will play ‘Cover Three’ (center activity 6-4)” :Picture 4.png | |
| **HOMEWORK** | |
| * Leveled lesson 6-4 *Review / Practice / Reteaching* worksheets (depending on student’s level) – will be collected on a daily or weekly basis. Students are responsible for correcting errors and returning to teacher. * Online tutorials and games from *Envision Digital Premium* (optional) | |